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ABSTRACT

This fifth grade unit is one of a sequential learning series of the Focus on Inner City Social Studies (FICSS) project developed in accordance with the needs and problems of an urban society. A description of the project is provided in SO 008 271. As part of the fifth grade curriculum focusing on power, this six week unit examines the power base of state and federal politics. An attempt is made to help students understand the role that politics plays in the lives of the citizens in their community, state, and nation. Specific student inquiry areas include basic government structure - executive, judicial, and legislative; the role of political parties; the role of minorities in political parties and government; government finance; and the way in which change is enhanced or thwarted. The format of the unit includes teaching strategies, source materials, learning objectives, specific learning activities, and teacher and student resources. (Author/DE)

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GOVERNMENT

GRADE FIVE, UNIT ONE

5.1

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

Project FICSS
(Focus on Inner City Social Studies)
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Project No. 6090

June, 1971

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SCOPE OF THE FIFTH GRADE CURRICULUM

The curriculum of grade five builds upon the units of previous years. It is especially related, however, to the grade three curriculum in which the pupils study power at the local level. In many ways the grade five curriculum is an extension of some of the learnings of grade three, but its major focus is upon power at the state and national levels.

The curriculum of grade five is concerned with describing and locating the loci of power. It is not necessarily limited to the political sphere, although this is, of course, a central focal point. Power is also gained through education and self-realization. Power comes through knowledge of forces which seek to enmesh us, whether we will it or not.

In a more personal way, power comes through being aware of social forces which impinge upon our lives. One needs to consider the positive and negative aspect of crime as it affects one's life. By grade five, pupils will have heard of drugs. They need a point in the curriculum at which they can discuss drugs as a positive or negative force in their lives. As with crime, the choice of the use of drugs is purely an individual decision which can lead to a positive or negative utilization of personal power.

The final unit of this year is devoted to power in other countries. In this way the pupil can learn that the loci of power shift and vary from one nation to another. He will be able to perceive that other nations may have different bases for the distribution of power. Through such comparative studies he will be able to evaluate the degree of personal power of the individual which is permitted in the United States and some other nations. Hopefully, he will also recognize the degree of personal vigilance which is required in the winning and maintenance of personal liberties.

The specific units of this grade are:

5.1 Political Power in the State and Nation (5 weeks)
5.2 Educational Power in the State and Nation (6 weeks)
5.3 Social Power: Personal and Organizational (6 weeks) a. Drugs b. Crime
5.4 Power Within Other Nations a. Soviet Union (4-6 weeks) b. South Africa (4-6 weeks) c. France (4-6 weeks).

SCOPE OF UNIT 5.1

This unit deals with politics, both state and federal. It contains an explanation of the Executive, Judicial, and Legislative powers of government. An attempt was made to help students understand the role politics plays in the lives of the citizens in their community, state, and nation.

There is also a discussion of the problems created by politics, and the problems solved by them. The underlying questions to be answered by this unit are:

1. What is the basic structure of our government?
   A. What are the powers of the Executive and Judicial Branches?
   B. What are the powers of the Legislative Branch?

2. What is the role of political parties?

3. What is the role of minorities in political parties and the official government?

4. How is government financed?

5. How is change enhanced or thwarted?

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MINIMUM ESSENTIAL MATERIALS
(FICSS KIT)

The following materials are considered essential for teaching this unit:

Resource	Teacher	Pupil	Cost
Books:			
Keech, William R. The Impact of Negro Voting. Chicago: Rand McNally, 1968.	1		
Supplemental Material:			
"Gary Elects a Mayor", American Political Behavior, Book II, (Pilot Version), High School Curriculum Center in Government, Indiana University, Copyright 1968 by Indiana University Foundation, pp. 223-232	1		
"Open-Housing Lobbying", Congressional Quarterly Guide to Current American Government, Fall, 1968, Copyright 1968, Congressional Quarterly Inc., Washington, D. C.	1		
"The Making of the Negro Mayors, 1967", J. K. Hadden, Louis H. Masotti, Victor Thiessen, Transaction, January/February 1968, pp. 21-30.	1		
"Taking a Stand", American Education Publications, 60¢ each.		5	3.00
"Municipal Politics", American Education Publications, 60¢ each.		5	3.00
"Community Change", American Education Publications, 60¢ each.		5	3.00
CS16 New Proposals for Government Welfare Programs, 25¢ each.		5	1.25
CS21 The New Determination of American Indians, 25¢ each.		5	1.25
Democracy, Johns Hopkins University.		1	6.50

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Resource	Teacher	Pupil	Cost
Filmstrips:			
U. S. Government Encyclopedia Britannica Films		1	48.00
1. The President			
2. The Congress			
3. The Federal Courts			
4. Executive Departments and Agencies			
5. State Government			
6. Local Government			
7. Municipal Government			
8. The United Nations			
Transpariencies:			
Civics and Government of the United States			
Visual Materials Incorporated			
CG06 Executive Branch - Description		1	5.00
CG07 Executive Branch - Functions I		1	5.00
CG07 Executive Branch - Functions II		1	5.00
CG09 Judicial Branch - Description		1	4.15
CG10 Judicial Branch - Functions		1	4.15
CG11 What Can a Citizen Do to Affect Legislation?		1	4.15
CG12 How A Bill Becomes a Law		1	5.85
CG30 Political Parties and Their Function		1	4.15
CG32 Financing Government		1	5.00
CG33 State Government - Description		1	5.85
	TOTAL		$114.30

TABLE OF CONTENTS

Introduction
- Introduction to the Fifth Grade Curriculum
- Introduction to Unit 5.1
- Introduction to Teaching Strategy

Essential Source Material (FICSS Kit)
Table of Contents
Objectives.....1
- I. Introductory Activities.....8
- II. Raising Questions.....11
- III. Categorizing Questions.....12
- IV. Formation of and Instructions to Committees.....*
- V. Information Retrieval.....13
  - Committee A - Executive and Judicial Branches.....14
  - Committee B - The Legislative Branch.....18
  - Committee C - Political Parties.....21
  - Committee D - Minorities and Politics.....24
  - Committee E - Financing Government and Its Programs.....33
- VI. Reporting Committee Findings.....36
- VII. Overview.....37
- VIII. Generalizations.....38
- IX. Culminating Activities.....43

Resources.....44

* Standard Pages

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OBJECTIVES

Knowledge

The pupil will know that:

1. The people control state government by electing representatives to act in their best interests.

2. The executive branch of state government includes the governors and state officials.

3. The governor's powers include: executing laws, commanding the state militia, granting pardons, and affecting the initiation of legislation to effect his "program".

4. State officials include lieutenant governor, secretary of state, superintendent of education, treasurer, and state auditor.

5. State courts handle 9/10 of all criminal and civic cases in the U. S.

6. State services include: highway development, education, public health, welfare, and correctional institutions.

7. Federal Government must respect territory of each state, protect states against invasion and guarantee each state a republican form of government.

8. Federal Government limits the state in its power to interfere in foreign relations, levy import and export taxes, and issuance of money.

9. The President of the U. S. can initiate, approve, or veto laws.

10. The President of the U. S. is Commander-in-Chief of the armed forces and is Chief of State in his country.

11. The Vice-President becomes President upon the death or impeachment of the elected President.

Objectives (Cont.)

12. Cabinet Members are appointed by the President and act as advisors to him while heading their respective departments.

13. Judicial Department seeks to insure "equal justice under law".

14. The State Legislature (both state and federal) passes laws, levies taxes, and approves money to be spent by the state government.

15. The State Legislature includes Senators and Representatives.

16. It is the job of the State Legislature to propose and enact laws which will protect and serve the people.

17. The legislature has the power to override the veto of the Governor by a 2/3 majority vote.

18. The problems of state legislature include restricted powers, unqualified politicians, and members with vested interests.

19. Congress of U. S. consists of the Senate and the House of Representatives.

20. There are two senators from every state and a total of 435 representatives representing states on the basis of population.

21. Congress initiates, studies, and effects laws which appear to benefit citizens of the United States.

22. A Congressman is responsible to his constituents in supporting bills which they favor provided those bills do not interfere with the rights of others.

23. Congress can declare war, make peace, and raise armed forces to defend the country.

24. Congress may collect taxes to support the Federal Government.

25. Congress admits new states to the Union.

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Objectives (Cont.)

26. In America the two major Political Parties are Democratic Party and Republican Party.

27. Political parties campaign to the voting public to win votes for their candidates.

28. A political party is a group of people who have some similar views and desires about how and by whom the government should be run. The spectrum of political thought is represented in both parties, but the prevailing views are somewhat different.

29. The U. S. political system allows for third party candidates in all major elections.

30. Most party platforms are based on issues vital to the people, such as war and peace, taxes, education, housing. They are basically designed to win votes for the party and its candidates.

31. The party in control, that is, the party with the most elected officials, has the greatest influence in making policies of the state government.

32. A party platform is a program for legislative and administrative action designed to win votes.

33. An elected candidate may or may not follow the party platform.

34. Political parties are no better or no worse than their elected officials.

35. Corruption of political parties is the responsibility of voters and political leaders.

36. Basic functions of political parties are: selecting candidates for office, helping establish public policies, informing people about political affairs, and guiding the operation of government, and winning votes.

37. The values of a third party include: influencing the two major parties, demanding social, political and economic reform.

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Objectives (Cont.)

38. Progressive income tax, pure food and drug regulations, and anti-trust legislation are among the successes of a third party in the U. S.

39. Party structure in the U. S. is in part determined by the laws of each state.

40. The national American political parties are the major agents in the struggle for power in this country.

41. Most political law making pressure groups concentrate their efforts on the legislators.

42. The purpose of an economic pressure group is to preserve or improve the economic position of its members.

43. Non-economic pressure groups concentrate on ideas such as isolation, civil rights, war, prohibition.

44. Methods of pressure groups include lobbying and influencing public opinion.

45. Lobbying is an attempt to approach Government officials for the purpose of influencing legislation or government policies.

46. The two main methods of influencing public opinion are persuasion and propaganda.

47. Government is greatly influenced by what it believes to be public opinion; public opinion is shaped by government, parties, and the press.

48. What needs to be changed politically may be changed through the vote or various degrees and forms of pressure.

49. The present political system has not worked for the blacks in America because racial polarization has minimized the development of political allies.

50. Voting by minority communities can be used to effect change.

51. Social Security is a taxation and financing of special programs sponsored to protect citizens from a loss of income.

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Objectives (Cont.)

52. Unemployment insurance is money paid by employers to workers who are temporarily out of work through no fault of their own.

53. Ohio state taxes include 4% retail sales tax and luxury tax on cigarettes, gasoline, inheritance, property, and highway use by trucks.

54. Cities and local state governments have been having serious trouble in getting adequate revenue from their tax systems to cover growing expenses.

55. Tax system should be simple enough so that both the tax collector and the tax payer can understand it.

56. The tax system should be stable so the person paying taxes knows ahead of time how much and when he will have to pay.

57. Taxes should be levied according to the person's ability to pay.

58. Government officials, industry, health, education and welfare, defense and foreign aid are all supported by the people's taxes.

Skills

The pupil will be able to:

1. function effectively in a committee as evidenced by his participation and contribution to the task of the committee.

2. adequately research a topic as evidenced by his ability to locate suitable materials in the library and in the class sources.

3. demonstrate his understanding of the topic by the preparation and presentation of a written or oral report.

4. participate in the fundamental aspects of politics as evidenced by efforts at campaigning or getting people registered.

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Skills (Cont.)

5. think on his own and evaluate politician's appeals and promises.

6. read critically and evaluate written sources.

Attitudes

The pupil will:

1. believe that the only way to make our form of government responsive to the needs and demands of the public is by becoming politically active and vocal as evidenced by his voluntary actions in this direction. (letter writing to government officials, carrying petitions, etc.).

2. believe that political modifications come about as a result of the exerting of political power as evidenced by his efforts to exert political power in the classroom or in out-of-school affairs.

3. want to be an informed citizen as evidenced by his ability and willingness to bring in information concerning events of the state and federal scene.

Behaviors

The pupil will:

1. develop civic awareness as evidenced by his participation in school and community affairs.

2. be an effective member of his committee as shown by his willingness to accept tasks to which he is assigned or volunteer to undertake assignments or work.

3. be attentive to the speaker.

4. give and receive help.

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Behaviors (Cont.)

5. follow the rule "one person at a time speaking" in order to promote effective, meaningful discussion.

6. assume leadership role - by doing so.

7. develop a commitment to positive political action.

8. take an active part in local politics.

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
I. Introductory Activities A. To interest pupils in the study of state and Federal government.	A. SCRAMBLE Mount cut out letters or write on the chald board- RENT NO GEM V Tell the pupils that this is a single word. Can they unscramble that word? (Government) When they do, indicate that this is the topic of study for the first six weeks of grade five. Ask them to begin thinking what they would like to know about government. To help them in their thinking, indicate that you have prepared a bulletin board which they can look at and which can serve as a means of helping them raise questions about government. B. BULLETIN BOARD Using newspaper and magazine clippings arrange a bulletin board which has items relating to each of the following five areas: 1. Executive and judicial functions Articles referring to presidential initiation or veto of legislation, the state or Supreme Court's latest ruling, etc. 2. Legislature The passage of a new law, Congressional investigations, etc. 3. Political Parties Candidates of one or another party, third party candidates, etc. 4. Problems Federal or state strikes, urban problems, unemployment or welfare payments, etc.	

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I. Introductory Activities (Cont.)

5. Financing
State support (or lack of it) for higher or public education, sales tax, Federal income tax, etc.

After pupils have had an opportunity to view the bulletin board, the teacher may ask what questions they have about state and federal government.

C. FILMSTRIP BITS

The teacher may wish to extend the introductory lesson by selecting from among the filmstrips in the kit, parts of two or three. Care must be taken, however, not to show too much so that teaching is "telling". Showing only a few frames on, for example, each of the following strips would probably be enough to stimulate the necessary 40 to 60 questions which can structure the unit:

Executive and Judicial Branches
Legislative Branch
Political Parties
Minorities and Politics
Financing Government

In addition the teacher may wish to show the following transparency:

New Proposals for Government Welfare Programs

A. For pupils to raise questions.

With introductory lessons such as those described above, the pupils should easily be able to generate from 40 to 60 or more questions concerning government.

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
1. Introductory Activities (Cont.)	In order to gain balance in each of the five areas of inquiry, the teacher may need to refer to some of the filmstrip frames or bulletin board articles asking "Did someone have a question about this frame (or article)?"	

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
II. Raising Questions	Some of the questions pupils might raise are: 1. What are the limitations on the powers of the President; the Governor? 2. What is a veto; a filibuster?..... 3. What is the difference between a Democrat and a Republican? 4. What does the government do in the way of welfare and education? 5. How are minorities treated by government? 6. What are some of the problems that government faces today? The questions can be written on the board or chart paper.	

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III. Categorizing Questions

A. To group like questions together to enhance the creation of a clear task for various committees.

Ask the pupils what the first question they raised talks about. Ask them if there is another question which talks about something similar. After they have developed several groups of questions, ask which ones seem to hang together. Have them work the list down to five categories, indicating that each area will be the particular study of a class group.

It is obviously impossible to predict what groupings the class would come up with. The author therefore, had to anticipate one possible grouping of topics and areas. Should the class arrive at a different grouping merely shows that they also have a way of organizing data which may be good as the one presented in this unit.

The author of this unit suggests that the class be organized into five committess, one each of the particular areas of study: Executive and Judicial Branches, the Legislative Branch, Political Parties, Minorities and Politics, and Financing Government and .ts Programs.

The content of this unit has been organized according to these topics. It can, however, be reorganized according to the topics determined by the class. The teacher can locate the content in this unit by turning to the color-coded pages which identify each content area.

COMMITTEE A: Executive and Judicial Branches-----Blue
COMMITTEE B: The Legislative Branch----------Yellow
COMMITTEE C: Political Parties----------Green
COMMITTEE D: Minorities and Politics----------Pink
COMMITTEE E: Financing Government----------Blue

000139

STRATEGY	CONTENT	MATERIAL

V. Information Retrieval

Some content materials have been included that might be useful as resources for the teacher and the student. Since the emphasis in this unit is on the committees doing their own work and research, it is recommended that the content materials be used as background information for the teacher or the student and not as a substitute for further investigation.

As a possible source of information, the committee member might:

1. Write a congressman and ask him for information about state/federal congress.
2. Invite a local elected official to speak to the class about local government.
3. Visit the local townhall and interview the mayor.
4. Watch the news on television and report on speeches and comments made by people in government.
5. Visit the school and/or local libraries and research for books about government at all levels.
6. Find out why the government was divided into three branches by reading books and examining the constitution.
7. Find out who the members of the President's cabinet are and what they do, by reviewing magazines and books and newspapers.
8. Find out about the minority of third political parties in your area by writing to or visiting their local headquarters.
9. Write the State Capitol and request a copy of the party platform proposed in the last election.
10. Watch a movie on the Civil Rights Movement (see resources).
11. Define the terms "filibuster" and"lobbying". Find out how they are used in government.
12. Make a survey on government in school or neighborhood. Determine whether people know: Their local congressman to the state assembly, the mayor, the names of the President's Cabinet, the names of the three branches of government, and others.

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STRATEGY	CONTENT
V. Information Retrieval Committee A Executive and Judicial Branches (State and Federal Government).	A. Executive Branch 1. Governor a. Sees that laws are executed b. Commands state militia c. Grants pardons d. May call state legislature into special session e. Affects the initiation of legislation to effect his "program". Serves four-year term in most states 2. State Officials a. Lieutenant Governor b. Secretary of State c. Attorney General d. Superintendent of Public Instruction e. Treasurer f. State Auditor (May define jobs of each state official) B. Judicial Branch State Courts handle 9/10 of all criminal and civil cases in the United States. 1. Supreme Court - also called court of appeals 2. Appellate courts - courts which hears "appeals" - reviews trial court decisions. 3. General trial courts - this court has power to try any type of case. 4. County and Municipal courts - City Court empowered to hear minor cases (such as traffic violations, assault and battery, etc.) C. Departments of State 1. Education 2. Agriculture 3. Labor 4. Health

MATERIAL

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Executive and Judicial Branches (State and Federal Government) (Cont.)	5. Public Welfare 6. Business 7. Public Works 8. Conservation 9. Other D. State Constitution 1. Sets forth the framework of government. 2. Separates powers among executive, legislative, and judicial branches of government. E. State Constitution and its relation to federal government 1. Federal government's obligations to state a. Respect territorial unity - may not divide state. b. Protect states against invasions and domestic violence. c. Guarantee each state a republican form of government. 2. Federal government imposes limitations on state a. May not interfere in foreign relations. b. May not interfere or discriminate against interstate commerce. c. May not levy import or export taxes. d. May not issue money.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Executive and Judicial Branches (State and Federal Government) (Cont.)	I. Executive and Judicial A. Executive 1. President and his powers a. Can approve or veto laws. b. Initiates laws and sends to Congress (See further Content for Congress) c. Carries out the laws. d. Appoints Supreme Court Justices (Subject to approval of Congress) e. Initiates and directs foreign policy - appoints ambassadors. f. Commander and Chief of the Armed Forces. g. Chief-of-State - acts as symbol of a nation - performs many ceremonial functions. 2. Presidency and public opinions a. Press conference b. Tries to please public but cannot always do so in the best interest of the country. 3. President as Party Chief - influences political party while in office. 4. Vice-President a. Becomes acting President in case of serious illness of President - becomes President in event of death of elected President. b. Performs services and duties assigned by the President 5. Cabinet - heads of executive departments. Each cabinet member remains in office as long as he satisfies the President. a. Departments included in the Cabinet 1) State 2) Justice 3) Interior	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Executive and Judicial Branches (State and Federal Government) (Cont.)	4) Commerce 5) Labor 6) Transportation 7) Housing and Urban Development 8) Defense 9) Health, Education, Welfare 10) Agriculture 11) Post Office 12) Treasury b. Cabinet Members act as advisors to the President but they have no legal power. B. Judicial Department - the Federal Courts - "equal justice under law" 1. Supreme Court - powers a. Review and study any law passed by Congress to determine its constitutionality. b. Tries all cases concerning Foreign Ambassadors, Ministers, or Consuls - all cases which involve any of our state governments. 2. Federal Courts - handles special types of cases.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B The Legislative Branch (State and Federal)	I. State Politics A. Constitution Legislature - legislature of a state passes laws, levies taxes, and approves money to be spent by the state government. Takes part in amending the state constitution and has power to impeach officials. Two house Legislature 1. Upper House - Senate Senators serve four-year terms in most states. 2. Lower House - House of Representatives. Representatives serve two-year terms in most states. Speaker of House presides over House of Representatives Lieutenant Governor presides over Senate. B. Legislature initiates laws 1. Proposal to state legislature - voting procedure bill becomes law. a. If signed by governor. b. In case of veto - if passed by 2/3 of the Senate. C. Problems of State Legislatures 1. Restricted powers. 2. Unqualified politicians with vested interests. a. Member of the legislature who is a teacher may work to have legislation passed affecting education. b. Similar examples - doctor legislators, lawyer legislators, etc. 3. Symptoms of legislature illness a. Loss of independence. 1) Pressure groups (See further content) 2) Lobbyists. b. Chronic procrastination - putting off till next session which should be enacted now.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B Legislative Branch (State and Federal) (Cont.)	c. Incompetence - lacking ability to be a legislator. d. Paralyzing Parochialism "The legislative oligarchy is recruited in most states from small town fish who reflect a large image while cruising around in little ponds -" 4. Remedies or cures for legislative illness a. Longer sessions. b. Curtailment of vested interests. c. Higher code of ethics.	The Antioch Review -"Why State Governments are Sick".

II. Legislative Government - Congress

A. U. S. Senate
1. Each state has two Senators.
2. Elected directly by the people.

B. U. S. House of Representatives
1. Number of representatives for each state based on population.
2. Total of U. S. Representatives does not exceed 435 members.

C. Powers of Congress
1. Initiate and study and effects laws which would benefit the citizens of the U. S. A.
a. Congressman responsible to the voters in their support for certain bills.
b. May be influenced by pressure groups (see Content of State Government).
c. Moral obligation of Congressman is to uphold the Constitution and vote for those bills which will benefit country.
2. Collect taxes to support Federal Government.

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B Legislative Branch (State and Federal) (Cont.)	3. Regulate trade with foreign nations. 4. Declare war and make peace - also raise Armed Forces to defend our nation. 5. Admit new states to the Union. 6. Print and coin money - borrow money.	

42000

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Political Parties	I. State Politics - Political Parties and Structure A. "A political system is that system of behavior through which society is able to make decisions that most people accept as authoritative or binding most of the time. People vote for those they want to represent them - political parties campaign for their nominee". 1. "A political party is a group of people with similar views and desires about how and by whom the government should be run". 2. States have two main parties, Democratic and Republican; also smaller groups such as the Liberal and Conservative parties. 3. Party candidates campaign on such issues as taxes, roads, and schools. 4. The party that gets most of its people elected will run the state until the next election. 5. The party in control makes policies of state government. 6. States elect their candidates by means of direct primaries. B. Political Party Platforms. 1. A party platform is a program for legislative and administrative action. 2. A candidate, if elected, is morally bound to follow the program. 3. Each citizen should be familiar with the organization and practices of parties. 4. Political parties are no better or worse than the leaders. 5. They can raise or lower public moral standards. 6. Corruption is the responsibility of voters who do not demand moral behavior from representatives and vote for good government.	Children in the Political System. David Easton and Jack Dennis. McGraw-Hill Book Co., New York, 1969. Government by the People. James MacGregor Walter Plitson Prentice-Hall Inc., 1969. Worldbook Encyclopedia Vol. 15 Field Enterprises Education Corp. Chicago, 1968.

82000

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Political Parties (Cont.)	C. Political Parties and their functions - "A political party is an organized group of individuals whose goals are to influence the selection of public officials, to guide the operation of government and to determine what its policies shall be. The parties provide a means through which the views of the people can become public policies. 1. Four basic functions: a. Select candidates for public office. b. Help establish public policies. c. Inform people about political affairs. d. Guide the operation of the government. 2. When voters lack interest or fail to participate in the activities of their political parties, corrupt and inefficient public officials sometimes gain power.	Our Changing World. Carl Oliver & Robert Sobel. Laidlaw Brothers, River Forest, Illinois, 1969.
	D. Public Assistance Programs - found generally under Welfare - Ohio. 1. Aid to Dependent Children (ADC) 2. Aid for the Aged (AFA) 3. Aid for the Disabled (AFD) 4. Aid to the Blind (AB) 5. General Relief (GR) 6. Medical Assistance Program (MAP) 7. Percent of money from budget use for welfare is listed on chart. Insert remarks by Governor Rhodes about welfare in his speech to Congress.	Annual Report - 69. Ohio Dept. of Public Welfare, Columbus, Ohio.
	E. The Value of a Third Party 1. Influence the two major parties. 2. Often demand social, political and economic reforms. 3. Successes of the third party a. Progressive income tax b. Pure food and drug regulations c. Anti-trust legislation	

62000

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Political Parties (Cont.)	F. Party structure in the U. S. determined by the laws of each state. a. Basic unit of each party is the precinct - a geographic area designated by the state as a voting unit - usually 400 voters or less. b. Large cities divided into wards - made up of precincts. c. Town or city committee d. County committee e. State committee f. National committee	
	II. National Political Parties (See definitions and structure of Political Parties on State Level). A. Functions of American Political Parties 1. Control and direct the struggle for power "Rich men cannot have low taxes and poor men free medical care at the same time". 2. Channel the struggle through nominations and elections 3. Publicize the struggle by means of party platforms and appeals. 4. Stabilize the struggle by a change of party power on a signal by the voter. 5. Campaign for political power. 6. Determine party platform based upon the needs of the people as expressed by the people.	American Government and Politics (See Bibliography)

00030

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Minorities and Politics	I. Minorities and Politics	

A. Some Examples of the Problems

1. Negroes (Blacks) - The primary elections in the South were virtually white prior to 1944. In that year, approximately 250,000 blacks were registered voters in the South. In 1964, there were over seven times that many. Still this only represents about 30% of the potential Negro electorate in the South compared with a registration of 60% among Southern whites.
2. One of the major factors contributing to this increase in Negro voter registration has been the competition for their vote in areas where they are in large numbers. Obviously, too, the voter registration drives of the various civil rights organizations have had their effect. Where their voting power has increased, they have been able to receive better police protection, more attention to their school needs, and an abatement of racist campaigns. Many have been elected to public office on the local level.

B. Gary Elects a Mayor (For full details see Kit) — "Gary Elects A Mayor"

1. The descendents of the East European immigrants have run the city of Gary. Their representatives regularly have held most of the public offices, including the very important mayor's office. The Negro, Mexican, and Puerto Rican people in Gary have not been as well represented in government. Most important, before 1967, no Negro or Latin American had ever been elected mayor of Gary. In 1967, Richard G. Hatcher, a Negro, set out to change the balance of political power in Gary.
2. On May 7, 1967, the primary elections day, the Democratic voters of Gary chose Richard Hatcher to be their candidate for Mayor. Since no Republican opposed Joseph Radigan, he automatically became the Republican Party candidate for mayor.

00031

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Minorities and Politics (Cont.)	3. The political battle should have been easy for Hatcher. Gary had not elected a Republican mayor since 1942 and Lake County, Indiana political offices had been controlled by Democrats for over thirty-five years. 4. Lake County Democratic Party Chairman, John Krupa, withdrew his support and campaigned against Hatcher on 'idealogical grounds.' "I am not against Richard Hatcher because he is a Negro. I am against him because of the kind of man he is..." "He made treasonous statements about Viet Nam. He's supported the ACLU..I'm not against him because he's a Negro, but because I think he's dangerous". 5. The actions of Krupa were denounced by state Democratic officials. Many whites who had always voted Democratic were announcing that this year they would switch. 6. (For further details see mongraph.) FBI discovers that a massive number of non-existent white voters were found to have been registered for the November election. 7. Hatcher won on 95% of the black vote and 15% of the white vote.	"The Making of Negro Mayors", 1967.
	C. Open House Legislation (For full details, see Kit) 1. Congressmen were pessimestic about the chances of passing such legislation. Finally, it was felt that "It was now or never for civil rights. Hart decided we might as well go for broke". (Senator Phillip A. Hart, Democrat, Michigan) 2. The Senate's Southern bloc immediately began to fillbuster when the open housing bill was introduced.	"Open Housing Lobbying"

00032

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Minorities and Politics)Cont.)	3. When finally the bill was passed, after much maneuvering there were still additional attempts to weaken it by amendments, but these failed. 4. In the House, the National Association of Real Estate Boards (NARED) directed an intensive lobbying effort toward defeating the Administration's move for quick House acceptance of the Senate bill. NAREB encouraged letter writing through pamphlets and other promotional materials. 5. Again, after much maneuvering, the bill passed the House and was negotiated in a conference committee. D. Irish 1. When the Irish immigrants came to this country, they served mostly as laborers to develop towns into cities. They soon found, however, that they had little political control over their fate. 2. Since the Irish community was somewhat "ghettoized" it also became the basics for the formation of an Irish voting block to break the power of the votes of the majority. 3. As a result they fought for Irish school teachers, policemen, and firemen. 4. Finally they sought their share of political power. Going to extremes in their new role of power, they soon fell prey to nepotism and forms of corruption. (The 1897 campaign slogan of Tammany Hall was: "To hell with reform. I want what I want when I want it.") The culmination of this country of Irish politics was the election of John F. Kennedy as the first Irish, Catholic President.	

00033

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Minorities and Politics (Cont.)	The Irish were the first (white) immigrant group to endure the scorn and discrimination later inflicted on almost all other minority groups. a. Little by little, they climbed the economic and social ladder of success. b. In the field of education the Irish were mainly responsible for the establishment of the parochial schools. c. A few of the more famous schools are: Notre Dame, Fordham, Holy Cross, Villanova, St. Louis University, Catholic University, and Georgetown. d. They supplied teachers, writers, journalists, labor organizers, orators, and priests. e. The Irish also helped organize the Knights of Labor, the forerunner of the American Federation of Labor. 5. Other Minorities a. It can be said with authority, that immigrant groups in America all had a share of ill-treatment and disenfranchisement, if not uttter exclusion, from the political system. b. In the main, however, both the Caucasian and Mongolian immigrants have been able to make a headway in attaining some political equality. II. Similarities of Minority Group Struggle A. The struggle for group power by minority peoples, particularly the case study here of Irish and Negro, has definite points of similarity. The reason for this struggle is basic to humanity--man has a need to control his own destiny. He is able to do that only when he has political and economic power.	

000034

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Minorities and Politics (Cont.)	III. How to Bring About Change A. State Politics - Pressure Groups Most pressure groups concentrate their efforts on the legislators. 1. Economic - purpose - to preserve or improve the economic position of its members; example - higher profits, wages, rents, tax allowances. 2. Non-economic - idea groups; advocate ideas - isolation, world government, civil rights, prohibition, gun control, etc. 3. Methods of Pressure Groups a. Lobbying - "an attempt to approach government officials for the purpose of influencing legislation or government policies". The lobbyist provides officials with information that supports the views of his specific interest group. He may be asked to write speeches, supply tickets, provide transportation or donate money to a campaign. b. Pressure groups and public opinion-- These pressure groups are associations of persons organized for the purpose of influencing public opinion and executives and legislators to take certain actions. Examples: 1) Labor Unions 2) Chambers of Commerce 3) Professional groups - OEA, AMA, etc. 4. The shaping of public opinion a. Persuasion -- to convince others by reason and by discussion of the value of a specific opinion or action - no deliberate attempt to conceal information; similar to education - short range goal is information. b. Propaganda - to shape the views of others usually	

00035

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Minorities and Politics (Cont.)	by deceitful and dishonest methods - presents distorted, twisted or untrue facts in a way that appeals to emotions rather than logic; short range goal is manipulation. c. Danger in the shaping of public opinion 1) People do not always recognize the method of the propagandist: a) Name calling b) Glittering generalities c) Transfer of knowledge d) Testimonials e) Plain folk f) Band wagon g) Card stacking (Here investigate news management in the U. S. its part in the so called credibility gap). 2) The control of propaganda a) Right to free speech must be maintained - maybe enlarged. b) Voters must increase their efforts to inform themselves about political matters. c) Voting public must be able to recognize propaganda, its users, and their techniques. d. People must learn to listen and read carefully and critically. 3) Role of public opinion - Government is influenced by what it knows to be public opinion. a) Directly - Candidates know they must express views and policies that agree with public opinion. b) Indirectly - Pressure groups and grass roots activities - individual contacts by mail, telephone, telegram, or person	

000036

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Minorities and Politics (Cont.)	IV. How To Get Change	
	A. Voter registration - First step in participating in the electoral process has been main concern of federal government and civil rights movements, especially in the South and in large northern cities with large Negro population.	The Impact of Negro Voting. Wm. R. Keech, Rand McNally, & Co., Chicago, 1968
	B. Voter participation - Registration has no impact on the outcome of elections unless people vote. Solution may be on the street political education. Candidates who make this effort, find that it often pays off. The black voter may need help in identifying which candidates are likely to do the most for him.	
	C. Follow-up after vote - Black voters and other members of minority groups can do most for themselves by following up the election and demanding accountability for the man they helped to elect.	
	D. What needs to be changed through politics 1. Relationship between black or ghetto community and law enforcement agencies a. Police brutality b. Representations on juries c. Treatment by courts 2. Distribution of Public Services - Local and State a. Streets b. Garbage collection c. Housing codes and their enforcement d. Recreation facilities e. Libraries	Impact of Negro Voting, See previous reference.

000237

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Minorities and Politics (Cont.)	f. Cemetaries g. Schools h. Hospitals i. Welfare j. Equal employment 3. Role of the vote in the quest for equality a. Must lead to a change in existing laws which allow discrimination. b. Votes and the threat of violence can influence the behavior of elected policy makers. V. State Politics -- Problems A. Minority Representation - The Political system has not worked for the Negro: Reasons: 1. Negro officials are minimal in relation to Negro population. 2. Need for social welfare and public service has increased for blacks but decreased for other urban Americans. 3. The development of political allies, essential to political effectiveness of minorities has been impaired by racial polarization. 4. Urban political machines have faded, eliminating an important link between city government and low-income residents. Recommendations of Riot Commission - 1. Work toward effective communication between ghetto residents and local government. 2. Improve the ability of local government to respond to the needs and problems of ghetto residents. 3. Expand opportunities for indigenous leaderships to participate in shaping decisions and policies which affect their community.	

00038

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Minorities and Politics (Cont.)	4. Increase the accountability of public officials. B. Power of voter registration 1. Elimination of the white primary, in 1944, followed by a steady increase in Negro registration and voting. 30% Negro in South 60% White in South Increased voting power resulted in competition for their support in areas where there are many Negro voters. Blacks in such districts want: a. better police protection b. more attention to their school needs c. an abatement of racist campaigns d. Many have been elected to public office on the local level. 2. Migration of Negroes to North - In eight industrial cities, black voters hold a "balance of power" position. To neglect their interest is to court political defeat.	

00039

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Financing Government and its Programs	I. Tax Structure in the State of Ohio A. Four percent retail sales tax - government largest single source of income. Provides 1/5 of total income. B. Other state taxes 1. cigarettes 2. gasoline 3. inheritances 4. property 5. highway use by trucks C. Federal grants and other U. S. Government programs provide 1/4 of income. D. Remainder comes from state owned liquor stores and state institutions such as hospitals and universities. E. 1963 - voters approved a $250 million bond for schools 1964 - $500 million bond for highways. F. Cities and local state governments have been having serious trouble in getting adequate revenue from their tax systems to cover growing expenses. Example: recent failures of bond issues and school levies in the State of Ohio. II. Principles of Taxation A. Taxation should have elasticity - that is - we should be able to expand taxation in times of emergency and lower taxes when government expenses are at a minimum. B. Tax system should be simple enough so that both the tax collector and the taxpayer can understand it.	

000040

V. Information Retrieval

Committee E

Financing Government and its Programs (Cont.)

C. System should be stable so the person paying taxes knows ahead of time how much and when he will have to pay.

D. Taxes should be levied according to the person's ability to pay.

III. Taxation and Politics - State Level - Ohio

A. Personal tax paid by each person (annually) $39.16. (does not include sales tax)
1. National average is $40.53.
2. Per capita income is 13th of 50 states.
3. 2 3/4% of each person's income is collected in taxes by the states.
4. Ohio's debt is in the lower fourth of all states.

B. Tax burdens of cities
1. People in smaller cities pay less tax.
2. $5.69 in taxes paid to county government. Ohio's low debt burden should mean lower future taxes (Has this been true?).

IV. Federal Financing and Politics

A. Federal Income Tax - taxes paid on personal income for the support of the government.

B. Shared benefits of taxation - state and federal
1. Social Security
2. Welfare Payments
3. Support for Education
4. Housing Developments
5. Highway

00041

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E Financing Government and its Programs (Cont.)	C. What is supported by taxation? 1. All government officials 2. Industry 3. Education, Health, Welfare 4. Defense 5. Foreign Aid to underdeveloped countries D. Avoiding taxation 1. Charity - true and false 2. Political maneuvers a. Bankruptcy b. False claims E. Welfare and politics 1. Social Security - government sponsored program to protect citizens from a loss of income. 2. Unemployment Insurance - money paid by employers to workers who are temporarily out of work through no fault of their own.	

000242

STRATEGY

VI. Reporting Committee Findings

SOME SUGGESTED REPORTING ACTIVITIES

Guided Tours:

1. Set desks in room to simulate court, branches of government, etc. Develop a guided tour of the "facility".

No New Law:

2. Run a legislative session with the whole class. The committee can attempt to block all legislation and maneuver their own bills.

Play "Democracy":

3. Run class campaigns and elections by parties.

Make your own parties and brochures:

4. Portray the problems faced by minorities in a role-playing situation.

5. Report results of community survey on feelings toward levels of government.

6. Establish a classroom government. Establish a small group of children to have certain advantages which they would like to keep such as first dismissal, open permission to leave the room, etc. Run a counter-party to revoke these privileges. Use all appropriate techniques.

000043

STRATEGY	LEARNING ACTIVITY
VII. Overview	After the committees have reported to the class, time should be allowed to review what has been learned and for the class to evaluate its efforts. Perhaps the class will choose to consider all the original questions that were raised, (in II above) to determine if they have been answered. The major questions will require review so that a foundation is laid for going beyond the material studied to arrive at valid generalizations. There will also be some <u>big questions</u> to consider as a result of the study. They may be questions of opinion or valuing. Some of the big questions which might arise from this unit are: 1. Do you think your city (state/national) government is responsive to the needs of minority groups? 2. Since we have learned of the inequities of our tax system, what actions do you think we should take to modify it? How can we go about making our demands effective? 3. What are some of the major problems of government in our city? state? nation? What should be done about solving those problems? What can we do? What can our parents do? Such questions and many others will suggest themselves to the class and the teacher and they should be discussed, not with the aim of indoctrination, but in order to clarify thinking and to give the children experience in making their own value judgments and commitments. It is important that the opinions of all be respected and that there be no "right" answer.

00044

STRATEGY	CONTENT
VIII. Generalizations	1. An increase in the control over or access to the formal channels of mass communication, i.e., press, radio, films, churches and schools leads to an increase in the prestige wielded by the group possessing the control.
	2. Democracy declines as one group in the democracy increases its power over the media of opinion.
	3. An increase in the way members of one group perceive the behavior of members of another group as being hostile results in a decrease in communication between the two groups.
	4. The maintenance of stereotyped patterns of behavior by the mass media of communication increase the members of societies belief in the going social and cultural structure rather than decreases its position.
	5. Where an action or movement is increasing enough to jeopardize the well-being of a community, an increase in the control of this action becomes a matter of public concern.
	6. As an individual increases his understanding of the cultural process, he can better anticipate, prepare, and to a greater degree control his future.
	7. An increase in the acceptance of the family of the responsibility for human conservation creates an increase in its vital functions of child bearing and rearing and of personality development and fulfillment through homemaking and the maintenance of the family way of life.

00045

STRATEGY	CONTENT
VIII. Generalizations (Cont.)	8. A school can provide the many types of education which a home is unable to furnish and increases an individual's ability to advance to a level above his families socio-economic status.
	9. As the influence of the environment increases, certain concepts and ideas are to greater degree environmentally imposed by certain structures man marks off as distinctively human.
	10. The difference in recreational patterns is an outcome of the cultural conditions under which a people live, with an increase in the acceptance creating attitude where the play forms of the group become the play forms of the individual.
	11. An increase in social disorganization causes a decrease in all recreational opportunities.
	12. An increase in the differences in customs and habits of peoples of different geographic regions causes a greater diversity of conditions under which a people live.
	13. As the association of human beings in society increases, the problems of regulating the power of some individuals of groups over others increases in urgency.
	14. As a social movement continues to grow, the complexity of the organizational framework increases.
	15. A change in human needs results in a change in social institutions.
	16. An increase in the influence and number of followers of any association results in a decrease in the number of people who think of it as subversive.

00046

STRATEGY		CONTENT
VIII.	Generalizations (Cont.)	17. As a government becomes more a government of the people, there is an increase in the willingness of its people to sacrifice for the general good.
		18. An increase in the demand for liberty by the individual of group results in a decrease in the authority of the state government.
		19. If the effective functioning of the multitude of groups within a democratic society breaks down, then the strength of the democratic society as such decreases.
		20. Individuals and groups support an increase in government activities which benefit them and a decrease in government activities which regulate interests.
		21. As social unrest and dissatisfaction increase, a state of social disorganization will develop and there will arise individuals who will lead the sufferers in protest.
		22. All governments face periodic protests against the main trend of their development of beliefs, actions or organization.
		23. When a minority group survives, it settles down to build an organization by gaining concerts, perfecting its machinery, influencing public opinion, and improving its economic status.
		24. The more advanced a nation's social and cultural differentiation, the more diversified are the forms of social protest.
		25. A decrease in the adherence to traditions, existing forms and accepted patterns and conventions result in a change in these forms by society.

00047

STRATEGY	CONTENT
VIII. Generalizations (Cont.)	26. An increase in national emergencies and conditioning of social disruption provide an increase in the incentive to invent new techniques for the solutions to the practical and social problems.
	27. An increase in technological invention and industrial expansion rapidly increases the development of some industries and decreases the development of others.
	28. An increase in the preservation of the group results from an increase in its means of facilitating indirect contacts and of controlling the behavior of its members through standard patterns and special techniques.
	29. New concepts, practices, and forms were developed by different peoples in answer to special local and social needs and requirements.
	30. An increase in the invisible world of institutions which man builds himself creates an increas in the orderliness of his life.
	31. The want of men for peace, order, prosperity, a right to live their own lives in their own way, and happiness results in the forming of governments to meet these ends. -or-
	32. As social unrest grows, more violent methods of protest are found.
	33. As societies progress and the amount of education of each individual increases, the wants and demands of the individuals increase, and methods are found to get these wants and demands satisfied.
	34. As an awareness of inequality increases and the vehicles of inequality are not eliminated, there is an increase in social unrest among those who are being treated unequally.

00048

STRATEGY	CONTENT
VIII. Generalizations (Cont.)	35. In a democracy, as the Jones get more the Smiths want more; if they are blocked they want to know why.
	36. As a social problem is brought out into the open, there is more discussion on it; as discussion increases, opinions become more fixed; as opinions become more fixed, action to alleviate the problems are wanted; when they are not forthcoming in a legal way, violence ensues.
	38. Everyone has the right of life, liberty and security of person.
	39. An increase in political events causes an awareness of socio-econimic problems.
	40. Basically all people are very much alike, although they differ in their ways of living because of geographical and historical factors.
	41. Man adapts his living patterns to existing conditions.
	42. An urban disadvantaged child does have experiences, but they are not the experiences expected in schools.
	43. The greater the degree of cooperation between urban and suburban schools, the less the degree of difference and segregation.
	44. A magnificent school with a fine faculty in the middle of a slum does not increase the education of the youngsters as long as the environment of the tenement, the family, and the street counsels the children to leave as soon as they can and to disregard school.
	45. An increase in education of our poor creates a literate poor.

00049

STRATEGY	LEARNING ACTIVITIES
IX. Culminating Activities	SOME SUGGESTED CULMINATING ACTIVITIES

1. Prepare a program for another class, the school, and/or parents informing them of problems of the levels of government and proposed courses of action which the community can take.

2. Prepare posters depicting problems and calling for support of appropriate action.

3. Organize a letter-writing campaign to accomplish some desirable end identified by the class.

4. Write letters to the various branches of government (or get your parents or other adults to do so) in an attempt to affect governmental decisions.

5. Coordinate your political efforts with local politically active groups to enhance your effectiveness. (The class and teacher may, of course, generate many other fine culminating activities.)

00050

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Berger, Morrese. Equality by Statute. Garden City, New Jersey. Doubleday and Co., 1968.

Blaustein, Albert P. and Zangrundo, Robert L. Civil Rights and the American Negro. New York: Washington Square Press, 1968.
An inexpensive paperback containing a comprehensive collection of documents relating to all aspects of the movement.

Brant, Irving. The Bill of Rights. Indianapolis: The Bobbs-Merrill Company, Inc., 1965.
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Cooke, Edward F. A Detailed Analysis of the Constitution. New Jersey: Littlefield, Adams and Company, 1968.

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Good for use when studying minority groups and politics.

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Very good discussion of children in our system and how they obtain their political ideas and ideals.

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Ferder, Bernard. Viewpoints: USA. New York: American Book Company, 1967.
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Ferguson, John H. and McHenry, Dean E. The American Federal Government. New York: McGraw-Hill Book Co., 1963.
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Flum, James. Protest: Racism and Politics. New York: Vintage Books, 1968.

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Goodman, William. The Two Party System in the U. S. New Jersey: D. Van Nostand Co., Inc., 1965.
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Very good expose on the good and bad in our state legislature.

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Teacher's Books (Cont.):

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Parker, Donald, et al. (eds.) Civil Rights: Case Studies and the Law. Boston: Houghton Mifflin Co., 1965.

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A good, but brief treatment of the Bill of Rights and its origin. It is intended to be used by secondary schools students. Paperback.

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Rose, Albert H. Ohio Government State and Local. Dayton, Ohio: University of Dayton Press, 1966.

Ross, Arthur M. and Hill, Herbert, ed. Employment, Race and Poverty. New York: Harcourt, Brace and World, 1967.
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Wilson, James Q. Negro Politics: The Search for Leadership. New York: The Free Press, 1960.
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Basic theme of Irish endeavor to control their destiny and the means used. No effort to cover up unorthodox methods such as obvious Nepotism.

Yinger, J. Milton. A Minority Group in American Society. New York: McGraw-Hill Book Company, 1965.

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Although this book is somewhat outdated, there is a valid presentation of minority groups and their struggle to be included in the "melting pot" of America.

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History of men and women who have helped form the social, political, and economic ideals of our country.

Bronz, Stephen H., Moon, Glenn W., and Cline, Don C. The Challenge of America. New York: Holt, Rinehart and Winston, Inc., 1968.
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Excellent resource book for the study of our government.

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Elbling, Harold H., King, Fred M., Harlow, James, and Rayback, Robert J. History of Our United States. River Forest, Illinois: Laidlaw Brothers, 1969.

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Hanna, Paul R., Kohn, Clyde F., and VerSteeg, Clarence L. Investigating Man's World. Glenview, Illinois: Scott Foresman and Company, 1970.
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Oliver, Carl and Sobel, Robert. Our Changing World. River Forest, Illinois: Laidlaw Brothers, 1969.
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Emphasis on Federal government.

Schwartz, Alvin. People's Choice. New York: Dutton, 1968.
Well done children's book. Includes the story of candidates, campaigns, and elections.

Weaver, Warren. Making Our Government Work. New York: Coward-McCann, 1964.

Worldbook Encyclopedia. Volumes 6 and 15. Chicago: Field Enterprises Educational Corporation, 1969.

Films and Filmstrips:

The Angry Negro. NET - Indiana University. 60 minutes, B&W, 1968.
Examines attitudes and opinions on equal rights, freedom, education, and American government varying from mild anger to the more extreme ideologies and militant movements within the Negro community.

Civil Rights Movement: Mississippi Summer Project. B1607, 17 minutes, B&W $3.75.
Filmed in Mississippi. It depicts the Civil Rights movement in a single community and highlights vital issues, such as the freedom schools set up by volunteers, labor exploitation, police brutality, voter registration, and the challenge of achieving racial peace. (NBC; EBEC)

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RESOURCES

Films and Filmstrips (Cont.):

Civil Rights Movement: Historic Roots. B1606, 16 minutes, B&W $3.00.
The films raise the question: where, when, and why has the civil rights movement come into being to challenge the old order? Answers begin with a review of the slave trade, slavery, and the abolitionist protest of the 19th century. The film covers the evolution of Lincoln's role in the movement, ending with his Emancipation Proclamation. (NBC; EBEC)

Justice Under Law - The Gideon Case E.B.F. Color and Black and White, 23 minutes.
Describes the Gideon case in which a citizen was tried and convicted without legal counsel and reviews the Supreme Court reversal of the original conviction.

"Minorities Have Made America Great" Sound (Record-$62.00) Supplier-Stanley Bowman Company, Warren A. Schloat Publication.
Important contributions by five groups: a) Italians, b) Germans, c) Irish, d) Negroes, Part I, e) Negroes, Part II, f) Jews.

"Outstanding Americans of Negro Origin" Oakland Public Schools, Oakland, California, 35 slides, grades 8-12.
Series of portraits in color of famous Negro scientists, writers and Civil leaders: Anderson, Drew, Hastie, Terrell, Work, Bolin, Turner, Bunche, et al.

"The Negro Fights for the Four Freedoms: McGraw-Hill film strip, average length (36 frames), Any grade level.
Story of the Negro from 1940-1953. A detailed study.

"The Threshold of Equality" McGraw-Hill film strip. Background and development of today's Civil Rights Movement.

000527